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ABSTRACT

This document deals with testing in communication arts for 11th graders in Missouri public schools. The document contains a short poem "Signs for My Father, Who Stressed the Bunt" (David Bottoms) for students to read and gives four questions for students to answer (Items 15, 16, 17, and 18) in Session 1. It also provides scoring guides for the same items and for a writing prompt delineated in Session 2. (Includes an extensive relevant glossary of terms for the Communication Arts MAP Test.) (NKA)

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ED 457 531

# Missouri Assessment Program
# Spring 2001

## Communication Arts

## Released Items
## Grade 11

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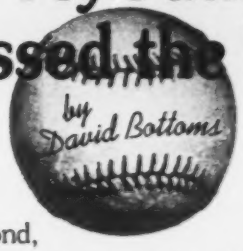
CS 510 625

## *Directions*

**This passage is a poem by David Bottoms. Read the poem. Then answer Numbers 15 through 19.**

**The bunt:** Baseball players are often given a "sign" by their coach, telling them to "sacrifice bunt." This soft, shallow hit allows a player who is already on base to advance into scoring position, while the batter has to give up the opportunity to get on base. The bunt is a sacrifice made by the batter for the good of the team.

# Sign for My Father, Who Stressed the Bunt




On the rough diamond,
the hand-cut field below the dog lot and barn,
we rehearsed the strict technique
of bunting. I watched from the infield,
the mound, the backstop
as your left hand climbed the bat, your legs
and shoulders squared toward the pitcher.
You could drop it like a seed
down either base line. I admired your style,
but not enough to take my eyes off the bank
that served as our center-field fence.

Years passed, three leagues of organized ball,
no few lives. I could homer
into the garden beyond the bank,
into the left-field lot of Carmichael Motors,
and still you stressed the same technique,
the crouch and spring, the lead arm absorbing
just enough impact. That whole tiresome pitch
about basics never changing,
and I never learned what you were laying down.

Like a hand brushed across the bill of a cap,
let this be the sign
I'm getting a grip on the sacrifice.



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From Armored Hearts: Selected and New Poems, by David Bottoms, Copper Canyon Press

**15** Imagine that you are the poet writing a short letter to your father. Explain what you have finally understood about your father's lesson on bunting. Use details and/or examples from the poem for support.

**16** What "sign" does the son want to send to his father? Use details and/or examples from the poem to support your answer.

**17** The son's approach and his father's approach to hitting are quite different. What do their different approaches show about what is important to each of them? Use details and/or examples from the poem to support your answer.

**18** The poem is written from the point of view of the son. Would the poem be more effective or less effective if the author had chosen to write the poem from a third-person point of view? Use details and/or examples from the poem to support your answer.

# Missouri Assessment Program
# Spring 2001

# Communication Arts
# Released Items
# Scoring Guide
# Grade 11

**Operational Form 2001**
**Grade 11 Communication Arts**

| | | |
|---|---|---|
| **Session:** | **1** | |
| **Item No.:** | **15** | |
| **Page No.:** | **15** | |
| **Content Standard(s):** | **2, 5** | **(Part A)** |
| | **4** | **(Part B)** |
| **Process Standard(s):** | **3.7** | **(Part A)** |
| | **2.1** | **(Part B)** |

**Item 15**

Imagine that you are the poet writing a short letter to your father. Explain what you have finally understood about your father's lesson on bunting. Use details and/or examples from the poem for support.

**Example of a top score-point response**

Dear Dad,
It took me a long time to understand what you were trying to teach me with your lessons on bunting. Now I see that knowing how to sacrifice, in baseball and in life, is important.

Your Son

**Part A** (CA 2.5; 3.7)

**Score Points**

| | |
|---|---|
| 2 points | The response includes a complete and reasonable explanation of the most important idea of the poem and uses details and/or examples from the poem as support. |
| 1 point | The response includes a reasonable explanation of the most important idea of the poem, but support is overly general or simplistic. |
| 0 points | Other |

**Part B** (CA 4; 2.1)

**Score Points**

| | |
|---|---|
| 1 point | The response is written using a correct letter format and includes an opening, a body, and a closing. |
| 0 points | Other |

**Operational Form 2001**
**Grade 11 Communication Arts**

| | |
|---|---|
| **Session:** | **1** |
| **Item No.:** | **16** |
| **Page No.:** | **15** |
| **Content Standard(s):** | **2, 5** |
| **Process Standard(s):** | **1.6** |

**Item 16**

What "sign" does the son want to send to his father? Use details and/or examples from the poem to support your answer.

**Examples of top score-point responses**

- The son wants to tell his father that he understands what his father was teaching him. When he was young, all he wanted to do was use his strength and show his power to hit home runs. His father tried to show him the importance of technique and how bunting could be as important. Sacrificing yourself, absorbing some of the impact of a pitch or of life, might be as important to the team as power.
- The poem itself is the "sign." He is addressing it to his father, to let the father know that his long-ago lessons about control, technique, and making sacrifices for the good of others finally have meaning for the son.

**Score Points**

| | |
|---|---|
| 2 points | The response includes a complete and reasonable explanation of the son's message and uses details and/or examples from the poem as support. |
| 1 point | The response includes a reasonable explanation of the son's message, but support is overly general or simplistic. |
| 0 points | Other |

**Operational Form 2001**
**Grade 11 Communication Arts**

| | |
|---|---|
| **Session:** | **1** |
| **Item No.:** | **17** |
| **Page No.:** | **16** |
| **Content Standard(s):** | **2, 5** |
| **Process Standard(s):** | **3.6** |

**Item 17**

The son's approach and his father's approach to hitting are quite different. What do their different approaches show about what is important to each of them? Use details and/or examples from the poem to support your answer.

**Examples of top score-point responses**

- Son: home runs = power, glory, individual achievement and recognition
  Father: bunts = control, sacrifice, importance of teamwork, putting the good of others first
- The speaker just wanted to hit home runs. He was interested in power, glory, individual achievement, and recognition.
  The father knew that sacrifice is important. To him, bunting meant control, teamwork, and putting the good of others ahead of his own glory.

**Score Points**

| | |
|---|---|
| 2 points | The response includes a complete and reasonable explanation of what is important to both father and son and uses details and/or examples from the poem as support. |
| 1 point | The response is a reasonable explanation of what is important to both, but support is overly general or simplistic. |
| 0 points | Other |

**Operational Form 2001**
**Grade 11 Communication Arts**

| | |
|---|---|
| **Session:** | **1** |
| **Item No.:** | **18** |
| **Page No.:** | **16** |
| **Content Standard(s):** | **2, 5** |
| **Process Standard(s):** | **2.4** |

**Item 18**

The poem is written from the point of view of the son. Would the poem be more effective or less effective if the author had chosen to write the poem from a third-person point of view? Use details and/or examples from the poem to support your answer.

**Examples of top score-point responses**

- The poem would be less effective because it would be less personal. Now it seems as if the son is speaking directly to the father. You can tell he admired his father. He says, "You could drop it like a seed," and "I admired your style." That has more emotion than "The son admired his father."
- It would be more effective in third person, because the poet could show what was in the father's mind when he made the son rehearse the bunt and when he talked about basics never changing. Did he really mean that sacrifice was important in life, or was he just thinking about baseball?

**Score Points**

| | |
|---|---|
| 2 points | The response includes a complete and reasonable explanation for why the poem would be more or less effective and uses details and/or examples from the poem as support. |
| 1 point | The response includes a reasonable explanation for why the poem would be more or less effective, but support is overly general or simplistic. |
| 0 points | Other |

**Operational Form 2001**
**Grade 11 Communication Arts**
**Writing Prompt**
**Session 2**

**4 Points**
The paper:

- Has an effective beginning, middle, and end.
- Uses paragraphing effectively.
- Contains a strong controlling idea.
- Progresses in a logical order.
- Uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and within paragraphs.
- Clearly addresses the topic and provides convincing elaboration through specific and relevant details, reasons, and examples.
- Uses precise and vivid language.
- Contains sentences that are clear and varied in structure.
- Effectively uses writing techniques (such as imagery, humor, point of view, voice).
- Shows complexity, freshness of thought, and individual perspective.
- Clearly shows an awareness of audience and purpose.
- Contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

**3 Points**
The paper:

- Has a clear beginning, middle, and end.
- Uses paragraphing appropriately.
- Contains a controlling idea.
- Generally progresses in a logical order.
- Uses cohesive devices between and within paragraphs.
- Addresses the topic using relevant details, reasons, and examples.
- Uses precise language.
- Contains sentences that are clear and show some variety in structure.
- Uses writing techniques.
- Shows some complexity, freshness of thought, and/or individual perspective.
- Shows an awareness of audience and purpose.
- May contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader.

**2 Points**
The paper:

- Has evidence of a beginning, middle, and end.
- Shows evidence of paragraphing.
- May contain a sense of direction, but may lack focus.
- May not progress in a logical order.
- May not use cohesive devices.
- Addresses the topic, but relies on generalities (lists) rather than specifics (development).
- May use imprecise language.
- Contains sentences that are generally clear but may lack variety and complexity.
- Attempts to use some writing techniques.
- May lack complexity, freshness of thought, and/or individual perspective.
- Shows some awareness of audience and purpose.
- Contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

**Operational Form 2001**
**Grade 11 Communication Arts**
**Writing Prompt**
**Session 2**

**1 Point**

The paper:

- May lack evidence of a beginning, middle, and/or end.
- May lack evidence of paragraphing.
- Is difficult to follow and lacks focus.
- Does not progress in a logical order, and may digress to unrelated topics.
- Lacks cohesion.
- May address the topic, but lacks details.
- Uses imprecise language.
- Contains sentences that lack variety and clarity.
- Shows little or no evidence of writing techniques.
- Lacks complexity, freshness of thought, and individual perspective.
- Shows little or no awareness of audience or purpose.
- Contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling that are distracting to the reader.

Please use ONLY a Number 2 pencil for this session.

# Session 2

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## WRITING

*Directions*

**Now you will write a paper in response to a writing prompt. First, read the prompt in the box below.**

**Then use the separate paper your teacher has given you for your prewriting activity (such as brainstorming, listing, freewriting, clustering, mapping, or drawing).**

**After you finish your prewriting activity, write your first draft on the separate paper your teacher has given you. Look back at your prewriting activity for ideas.**

### Writing Prompt

All the passages in Session 1 deal with parent-child relationships. Write a paper to persuade a parent or guardian of a young child about the best way to show support for the child as he or she grows up.

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*Directions*

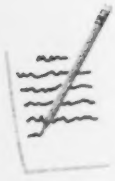
**Now you have time to revise your draft. Reread your draft and think about the Writer's Checklist below. Check every box that makes a true statement about your draft.**

## Writer's Checklist

- ☐ My paper has an effective beginning, middle, and end.
- ☐ My paper includes effective use of paragraphing.
- ☐ My paper stays on the topic.
- ☐ My paper flows smoothly from one idea to another.
- ☐ My paper contains a strong controlling idea.
- ☐ My paper includes specific and relevant details, reasons, and examples.
- ☐ My paper uses precise and vivid language.
- ☐ My paper contains sentences that are clear and varied in structure.
- ☐ My paper includes correct grammar/usage, punctuation, capitalization, and spelling.

**For every box you did not check, make the necessary revisions on your draft before you write your final copy on Pages 5 through 9.**

Please use ONLY a Number 2 pencil to write your final copy.



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STOP

## Glossary of Terms
## for the Communication Arts MAP Test

**"Addresses the Topic":** Writing that shows a clear relationship between the writing prompt and the controlling idea of the paper.

**"Another Word":** A phrase used on the Communication Arts MAP Test instead of the word "synonym."

**Awareness of Audience:** Writing for a specific purpose with a specific individual or group in mind (for example, parents, peers, or a group of people who share a particular view of life or opinion).

**Cause and Effect:** Describes the connection between a cause (or reason) and its effects (or results). A cause makes something occur; an effect is the outcome of the cause.

**Chart:** Something written or drawn that presents information in an organized, easily-viewed form. Usually includes labels for clarity. A type of graphic organizer.

**Classify:** To place persons or things together in a group because they are similar in some way.

**Clustering:** A form of graphic organizer used to group ideas around a theme, characteristic, category, or word. Clustering is most often used as a prewriting activity to generate ideas, but may also be used to demonstrate understanding of reading. "Webbing" is a related term, and is often used synonymously.

**Cohesive Devices:** Elements that bind the writing together as a whole. Cohesive devices may include a logical method of sentence arrangement; pronouns that refer to previous sentences; repetition of words, synonyms, or ideas to create an effect; parallel sentence structure; or transitional words such as "first," "last," and "also."

**Comparison/Contrast:** A process of identifying similarities and/or differences. For example, on the Communication Arts MAP Test, students might be asked to compare the motivations of the main characters from two different passages or to create a graphic organizer to show the differences between the plot lines of two passages.

**Constructed Response:** Items that require students to supply rather than select an appropriate answer or response. Most constructed response items on the Communication Arts MAP Test require a response with supporting details and/or examples in order to receive full credit.

**Controlling Idea:** In writing, the implicit or explicit message maintained throughout a piece of writing. "Main idea" is a related term used in reading.

**Demonstrate:** To describe or explain by use of examples.

**Descriptive Language:** Language that uses details that appeal to the senses so that a reader may easily imagine how something looks, sounds, feels, tastes, or smells. Often called "sensory details," descriptive language may be literal or figurative.

**Detail:** An individual and specific piece of information. In the constructed response portion of the Communication Arts MAP Test, the term "detail" refers to specific text-based support of an answer. Students are also expected to use "specific and relevant details" in their writing in session 2 of the test.

**Diagram:** A plan or sketch that shows individual parts and their spatial relationships to each other and/or to the whole (for example, directions for assembly). A type of graphic organizer.

**Draft (Rough Draft):** A preliminary version of a piece of writing. Beginning with the Spring 2000 Communication Arts MAP Test, students will do their rough drafts on their own paper instead of in the test booklet.

**Evaluate:** To make a judgement of quality based on evidence.

**Figurative Language:** Writing or speech not intended to be interpreted literally. Figurative language is written or spoken to create a special effect or feeling. Examples include figures of speech such as simile, metaphor, hyperbole, personification, irony, paradox, and oxymoron.

**Final Copy:** The final version of a piece of writing, created after revision. On the Communication Arts MAP Test, the final copy is the version of the student's writing that is written into the test booklet.

**Freewriting:** The process of writing quickly and freely on any topic. Freewriting is often used as a prewriting activity before a more formal drafting process.

**Graph:** Something written or drawn that shows comparisons or relationships. Common forms include bar graphs and line graphs. A type of graphic organizer.

**Graphic Organizer:** A visual device for organizing information around a concept, theme, or topic (for example, charts, graphs, Venn diagrams, mind maps, webs, drawings, etc.). On the Communication Arts MAP Test, graphic organizers are given and sometimes partially tilled in for 3rd grade students. At the 7th and 11"' grade levels, graphic organizers are sometimes given for students to fill in, while at other times students must create and till in their own organizers.

**Holistic Scoring:** With holistic scoring, a response is scored based on an overall impression arrived at by the scorer according to specific, written criteria. All criteria found in the scoring guide are considered equally important. Holistic scoring is used only to score the writing portion of the Communication Arts MAP test (Session 2). The scoring guide used to score this portion of the test is available to all school districts.

**Illustrate:** To draw pictures, either literally or figuratively.

**Label:** Identifying different parts of a whole. On open-ended graphic organizers (found at the middle school and high school levels on the Communication Arts MAP test) students are asked to "label [their] graphic organizer[s] appropriately." Titles, headings, and legends are examples of labels.

**Main Idea:** In reading, the implicit or explicit message of a written work. "Controlling idea" is a related term in writing.

**Mind Mapping:** A form of graphic organizer that addresses the different modalities of learners by using illustrations, symbols, colors, and words to represent understanding. Mind mapping may also be used as a prewriting activity.

**Mood:** The feeling created in the reader by a literary passage.

**Narrator:** The person or character who is telling the story.

**"Opposite":** A term used on the Communication Arts MAP Test instead of the term "antonym."

**Passage:** A written work, in part or whole, used as stimulus material for test items.

**Performance Event:** A problematic situation posed by a prompt that requires multi-step problem solving often supported by explanation. On the Communication Arts MAP Test, the performance event involves writing a paper to a prompt.

**Precise Language:** Words that clearly express meaning; words that are exact and definite.

**Prewriting Activity:** An activity used to generate and organize ideas prior to writing. Examples of activities that might be used as prewriting activities include brainstorming, clustering, freewriting, mind mapping, and outlining.

**Problem:** A question to be considered, solved, or answered.

**Revise:** To change a piece of writing to improve it in style or content; may include adding or deleting ideas, reorganizing, and correcting mechanical errors.

**Scoring Guide:** A device used to assess performance based on a list of specific criteria. The term "rubric" is often used instead of "scoring guide."

**Summary:** A condensed version of a story or reading passage that includes the main points of the beginning, middle, and end. On the Communication Arts MAP Test, the words "In your own words.. ." will be used at the elementary level to begin items calling for summary writing. The word "summarize" will be used at the middle school and high school levels.

**Text-Based Support:** A term used in many of the scoring guides for constructed response items on the Communication Arts MAP Test. "Text-based support" refers to the use by a student of specific details and examples from the reading passage to support his or her answers.

**Thesis Statement:** A controlling statement to be supported in a piece of writing.

**Tone:** The author's attitude toward his or her material, audience, or both.

**Topic:** The subject of the writing.

**Topic Sentence:** A sentence that states the main idea of the paragraph.

**Venn Diagram:** A form of graphic organizer that uses overlapping circles to identify similarities and differences.

**Vivid Language:** Words that help the reader see, feel, smell, taste, and hear the subject; words that evoke realistic images. See "Descriptive Language."

**Voice:** A stylistic effect that allows a reader to identify a writer's personality through the written word.

**Webbing:** A graphic organizer that may be used as a prewriting activity to generate many ideas around a concept, theme, or topic, or as a graphic representation of a student's understanding of his or her reading. "Clustering" is a related term, and is often used synonymously.

**Writer's Checklist:** A list of criteria used by a writer to self-check his or her writing to determine revision needs. On the Communication Arts MAP Test, the writer's checklist precedes the final copy and is a condensed version of the full writing scoring guide used to score the writing portion of the test.

**Writing Prompt:** One or more sentences that provide the student with a situation or topic about which to write and the directions for the writing. It serves to stimulate a written response from the student. There is no specific answer to the prompt; however, the student's response should relate to the prompt.